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ABSTRACT

This guide is intended to assist teachers and students in the use of an island site for examination of environmental concepts and other topics typical of interest in elementary education. The guide is divided into sections dealing with particular areas of a specific island. The approach used by the guide may be adapted and used as a general example for the organized examination of an outdoor study area. (RE)

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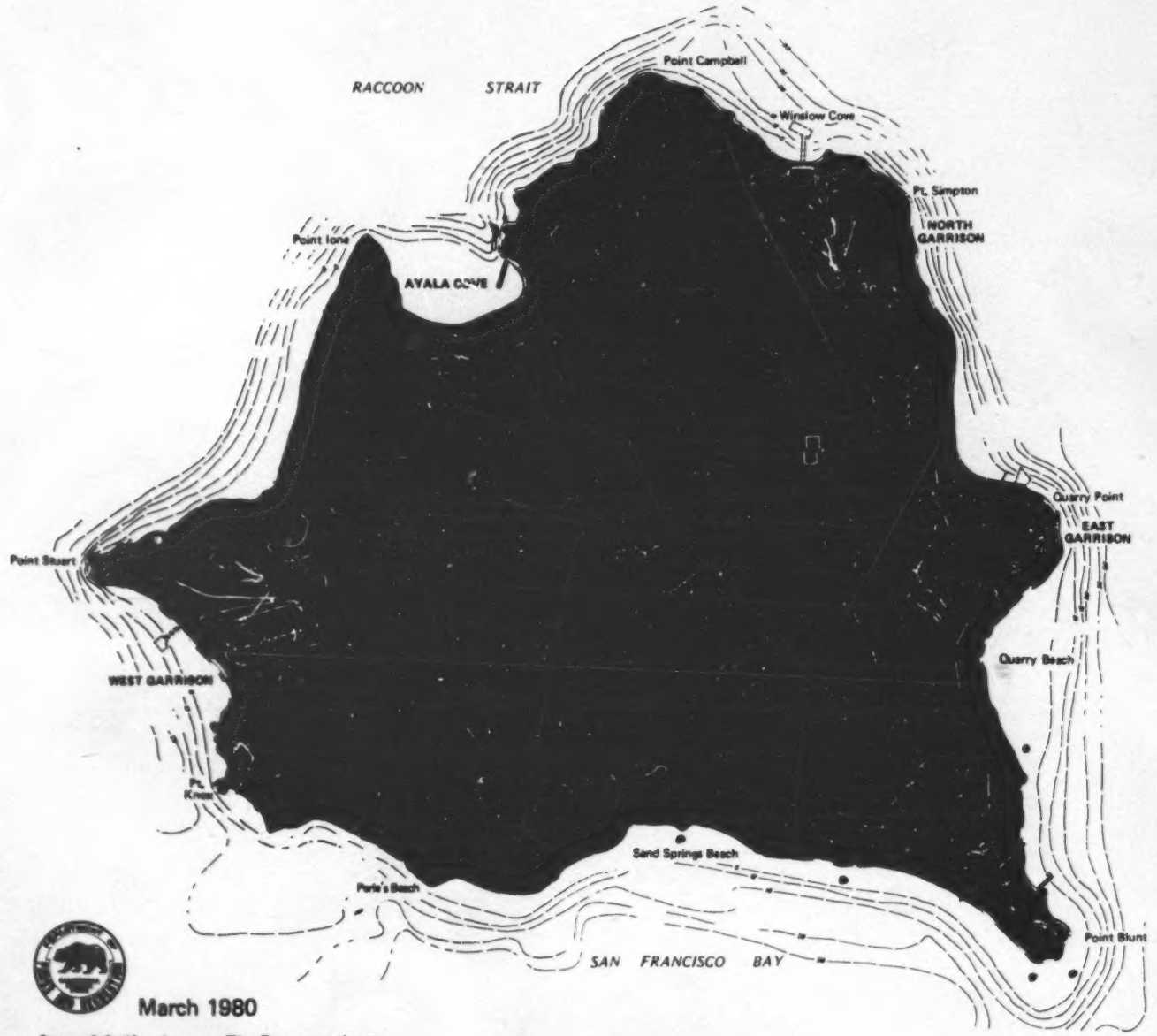
ANGEL ISLAND TEACHER'S GUIDE PART II
The Main Event
What to Do at the Park



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March 1980

State of California – The Resources Agency
DEPARTMENT OF PARKS & RECREATION

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ANGEL ISLAND

TEACHER'S GUIDE

Part II

The Main Event

What to Do at the Park

March 1980

Edmund G. Brown Jr.
Governor
State of California

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Secretary for Resources

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INTRODUCTION

This booklet is an activities guide for teacher and students. There are several activities for each site mentioned here. They are tailored to the locations, ranging from discussions to totally student-centered activities. The emphasis is on student activity, involvement, and inquiry. The teacher's role is most clearly that of facilitator and resource person.

It is important at the outset to understand that all the activities in this book are too many for a one-day field trip. However, the large amount of information in this book will enable you to choose the sites you want to visit and the content you wish to cover.

Outstanding outdoor education sites abound on Angel Island. It would be easy to find more than one hundred such sites. Of all the possiblities in the park, six sites were selected for their easy access and their unique character. They are:

Ayala Cove – Visitors Center
Ayala Cove – waterfront and fishing quay
The road above Point Ione
The road above Point Campbell
West Garrison (Camp Reynolds)
Mount Livermore

Teachers can choose which sites and which activities they want to use. To visit all six sites would require several one-day field trips. The exact time each activity takes will vary with the age of the class and its ability. So it is left to the teacher to plan the agenda and its details.

The activities in this book are arranged on Student Task Pages (labeled STP). These pages can be duplicated and pasted on sheets of heavy paper, becoming the Task Cards referred to in the book.

The Task Cards can be put together by the students into Field Trip Booklets they can take along on their trip to Angel Island. They can make covers for them with construction paper and crayons. They can use the Field Trip Booklets later for classroom study.

Please participate as a learner on the field trip and use the Task Cards to model the desired involvement of any student.

On the following pages are outlined some preparatory steps for the field trip, including a field trip checklist, school group reservation request, letter to parents, and field trip rules.

Have a good time at the park!

TEACHERS'
SUGGESTED FIELD TRIP CHECKLIST

1. Prior visit to site made
2. Administrative authorization
3. Pre-trip orientation initiated (Book I activities)
4. If needed, tide level verified (see tide charts available from fish and bait stores)
5. Transportation arranged
6. Financial arrangements made, if necessary
7. Letter/permission slip to parents
8. Group leaders obtained
9. Written permission from parents returned
10. Park staff notified, at least 3 weeks in advance
11. Arrangement for substitute, if necessary
12. Data sheets prepared (Fieldbooks)
13. Post-trip follow-up prepared (Book I)
14. First aid kit ready
15. Name tags ready for students and adults
16. Equipment and supplies ready and packed
17. Pre-trip orientation completed
18. Check on transportation one day prior to trip
19. Final review of checklist

NOTE: Review of this checklist should be made often during preparations, including morning of trip.

Items are in suggested sequence order.

Additions and deletions in this list may be made appropriate to your individual situation. However, a checklist should exist!

SAMPLE ONLY – WRITE PARK FOR FORMS

STATE OF CALIFORNIA – THE RESOURCES AGENCY
DEPARTMENT OF PARKS AND RECREATION

School Group Day Use Reservation and Fee Waiver Request

Angel Island State Park
P. O. Box 318
Tiburon, California 94920

Date Requested _____ First Alternate Date _____ Second Alternate Date _____

School Name _____ Phone: _____

Address _____

Age of Students _____ Number of Students _____ Number of Adults _____

Time of Arrival _____ Time of Departure _____

The above requested visit is an official school outing or field trip and will be under the direction of school personnel.

_____ _____
School Principal's Signature Phone Number

I have read the rules on the reverse side and will: (1) see that the students and other adult leaders are aware of the rules before coming to the island and; (2) personally supervise the group while we are at Angel Island State Park to insure that the rules are followed.

_____
Group Leader's Signature

_____
Name (Print) Phone Number

_____
Address

RESERVATION AND FEE WAIVER INSTRUCTIONS

1. Submit in duplicate at least 15 days in advance of the requested date. The second copy will be returned to you to confirm your reservation. It should be shown to the authorized carrier who brings your group to the island. Authorized carriers include the park admission fee in the charge made to carry persons to the island. With the fee waiver, their charge will be reduced by the amount of the park admission fee. See the reverse side for a list of authorized carriers.
2. School group reservations and fee waivers are not valid on Saturdays, Sundays, or Holidays.
3. Requests will not be approved for any group which has an unused request on file.
4. Requests are not accepted more than 90 days in advance of the desired date.
5. The purpose of this reservation is to assure that facilities and personnel are available for your visit. If you must cancel, please notify the park immediately so your time can be reassigned.

FOR PARK USE ONLY

☐ We are pleased to confirm your planned school group visit for_____with_____students and____adult supervisors.

☐ We regret that facilities are not available at the time(s) you requested

☐ Other

_____

DPR 546 (7/73)

Dear Parents,

Our field trip to Angel Island State Park is coming up soon, on _____.

Here is a checklist to help you prepare your child for a rewarding learning experience.

Plenty of sleep the night before

A good breakfast

Enthusiasm at home

Sack lunch

Good walking shoes

Outdoor-type clothes, long pants

Jacket or sweater

Thanks for your support!

Sincerely,

FIELD TRIP RULES

1. Safety first – for us *and* the environment.

2. Stay with your group leader at all times.

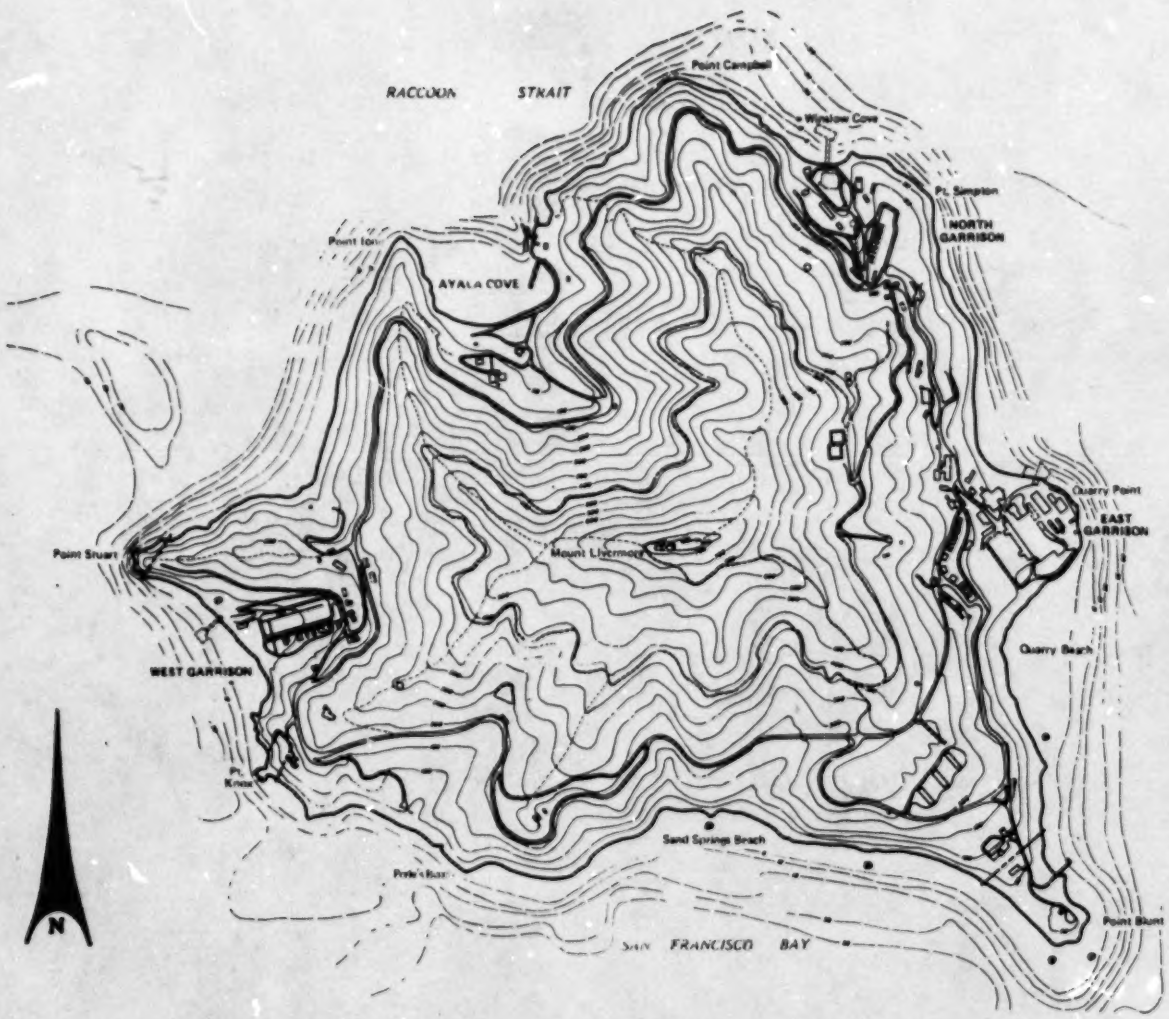
3. Please let living things lie – do not remove anything alive, animal or plant.

4. Actions speak louder than words – please act as a good example to others!

5. Take only memories...leave only footprints. The parks should be cleaner after we have been there. Help pick up after careless people!

6. Guard your fieldbook carefully – it is your ticket to an exciting learning adventure! Your group leader can tell you more...

7. Above all – HAVE FUN, AND HAPPY LEARNING!



ANGEL ISLAND

AYALA COVE

The learning experiences at the cove are divided into two sections: those at the Visitor Center and grassy area, and those at the water's edge and nearby rock cliffs. It is probably best if the activities at the Visitor Center and grassy area are the first to be done because they provide an overview of the island which will help the students orient themselves. The waterfront and rock activities are good follow-up to the orientation lessons because they are designed to give the students an understanding of how and of what the island was made.

A slide show and ranger discussion can be given at the Visitor Center if prior arrangements are made. The show includes natural and cultural history.

The activities are best done in small groups. It is recommended that the teacher designate working groups of from three to five students and assign individual tasks to each group.

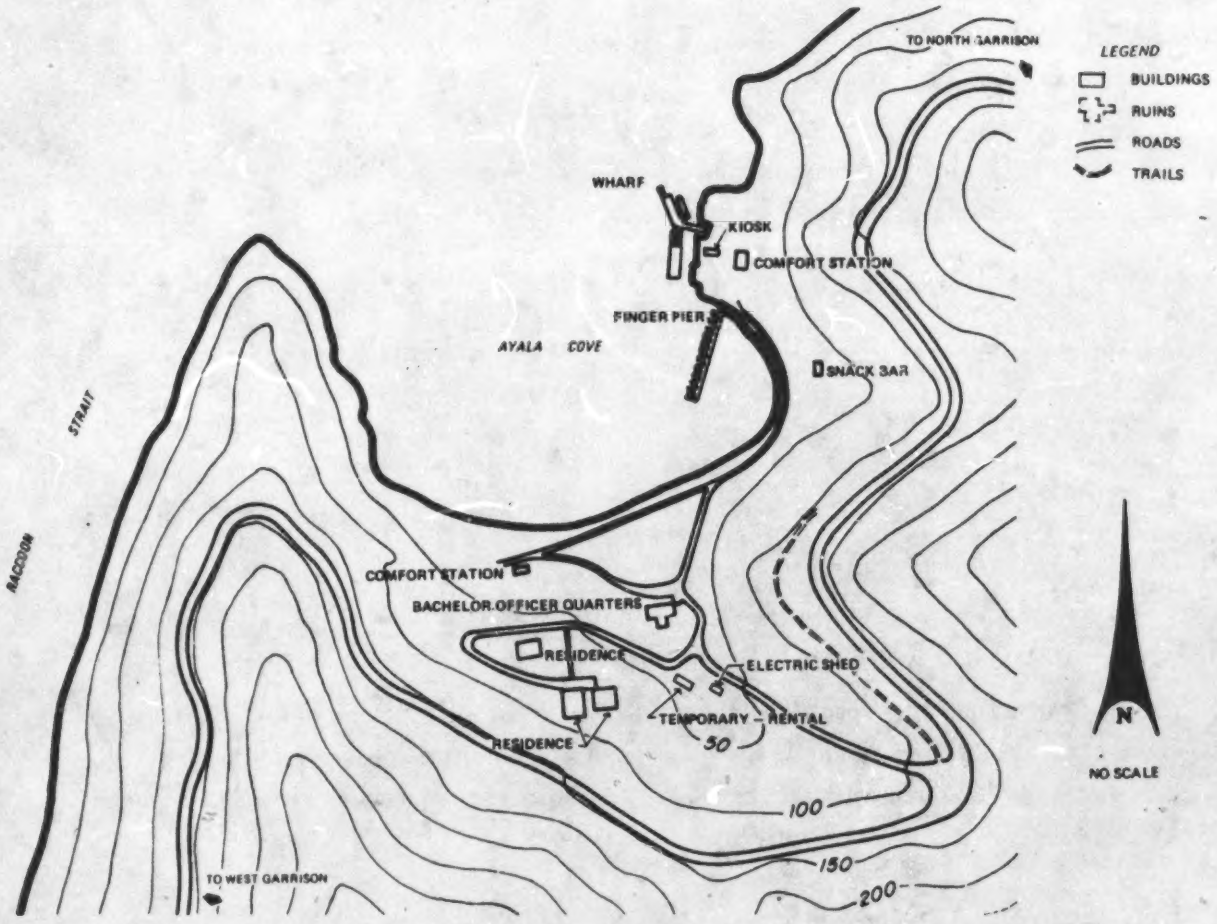
Visitor Center and Grassy Area

Ayala Cove, named after Juan Manuel de Ayala, the first Spanish explorer of the San Francisco Bay area, has seen much human use. It is well sheltered, providing small boats protection from both wind and current. For this reason, the Indians, the Spanish, the "square-rig" sailors, and today's weekend boaters have all found themselves drawn to the cove.

Objective: The student will be able to observe and then place on a map the natural and man-made features of the island as a whole and of specified small plots of a square meter or two in size.

It is best if only ten or so students work at one time at the Visitor Center. This allows them better access to the map-model and the pictures. Others in the class can be out on the lawn doing the activity cards.

AYALA COVE

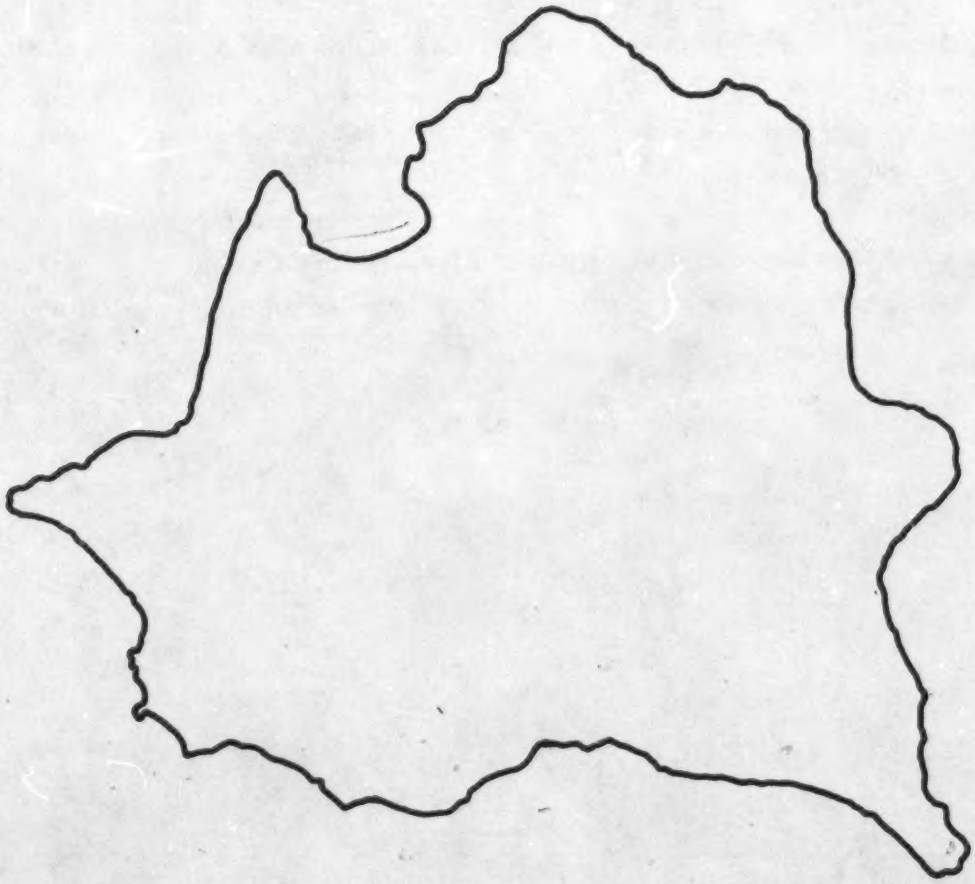

TO NORTH GARRISON
LEGEND
BUILDINGS
RUINS
ROADS
TRAILS
WHARF
KIOSK
COMFORT STATION
FINGER PIER
AYALA COVE
SNACK BAR
STRAIT
RACCOON
COMFORT STATION
BACHELOR OFFICER QUARTERS
RESIDENCE
ELECTRIC SHED
TEMPORARY - RENTAL
RESIDENCE
50
100
150
200
TO WEST GARRISON
N
NO SCALE

Activities

Ayala Cove Task No. 1 – Map

- Get an Angel Island map blank from your teacher.
- Using the Angel Island Model in the middle of the Visitor Center, fill out your map blank, and label north.
- Locate the areas you will walk to today. (Your teacher will tell you the names of the places where you will be going.)
- Now find the areas where people have put the most buildings and built the most roads. Describe the land in these areas (hilly, flat, near the water, in a clearing or the woods, and so on). Look at your map and the island model. Do they explain why people put buildings where they did?

Angel Island Map Blank



Now go outside with your map, and with the help of your teacher or another adult, orient your map. To orient your map, first put it on the ground, then point the north part of your map toward the Marin mainland. If you orient your map properly, then the direction of places on your map is exactly the same as it is on the land.

Ayala Cove Task No. 2 – Lawn

Lawns are grown by people, but each plant and animal in a lawn is affected by nature's rules. Though a lawn looks like one big green carpet, it is not. It is a small jungle of many types of plants and animals.

- Find a spot on the lawn and draw an imaginary circle around that spot about the width of your outstretched arms. This circle is your study area.

- See how many types of plants you can find in your lawn study area. See how many bugs or other animals you can find. Look also for traces or clues of animals, like tunnels, mounds, anthills, and so on.

- Tally and describe the animals and plants you found in your study circle on "Lawn Guide."

STP

LAWN GUIDE

When you find one of the following things, describe it on this paper and then have your teacher come over and check your discovery. Tally how many things you find. (Tally like this – 𝍸 ||)

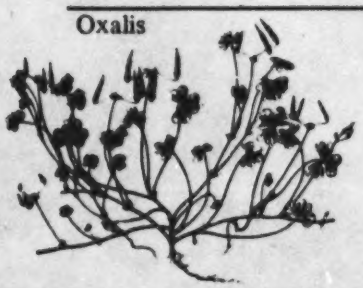
Producers **Tally**

Lawn grass
cross section

Dandelion

Sedge
cross sections

Oxalis



Daisy

17

Clover

Plantain

Bermuda grass

Crab grass

Thistle

STP

Consumers

Housefly

Gnat

Bee

Wasp

Aphid

Lawn moth

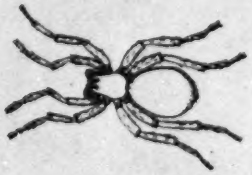
Weevil

Grasshopper

Green leaf hopper

Earwig

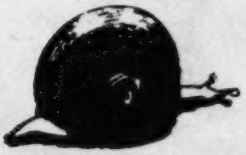
Spider



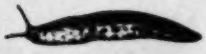
STP
Reducers

Isopod (Pill Bug)

Snail



Slug



Earthworm

Mushroom

Ayala Cove Task No. 3 – People and Nature

Nature is always present, even in the most man-made settings. In the developed area, on and around the grass, observe and then make a list of the ways nature is still working. Look for the ways nature is reinvading the developed area.

Remember to look at:

the plants

the animals

weather

effects of the land (cracks in the earth), damp areas, etc.

What are people doing to keep the natural effects away from the developed area? (Pavement, ditches....)

What are people doing to control the following: mud, erosion, wind, growth of wild grass, the cold.

Do controls really work forever or are they temporary? Find examples of some permanent controls if you can. Find examples of some past controls that only lasted for a little while.

Permanent controls –

1.

2.

3.

4.

5.

STP

Past controls which only lasted a short time –

1.

2.

3.

4.

5.

23

Waterfront and Fishing Quay

Even though people have been digging in and changing this area to suit their own needs for years, nature and the land still have their influence. The plants and animals in the water, on the boulders, and in the sand at the water's edge survive despite the effects of humans. The rocks of the nearby cliffs, especially those above the dock, tell the story of the island's development long before the arrival of people.

Objectives:

(a) The student will be able to identify the three basic types of rock found on the island: franciscan (grey and brown sandstone), serpentine (green stone), and chert (red stone).

(b) The student will be able to list the characteristics of these rocks, such as hardness, texture, feel, color.

(c) The student will be able to describe the types of plants found on or near the various types of rocks.

Activities

Demonstration

Using the rocks at the top of the breakwater, near where the ferry docks, show the students examples of franciscan, chert, and serpentine.

Franciscan: A sandstone of brown, tan, or grey color. These rocks were once sediments of ocean bottom which were under pressure, and which have been pushed up and cracked by the same mountain-building forces that created the Coast Range.

Chert: This hard, red rock is found in large red spots in the cliffs just behind the dock's restrooms. It is a very hard rock formed under pressure, and may contain microscopic fossils of radiolaria – marine animals that have glasslike skeletons. These skeletons appear as tiny black specks. Red Rock, the island near the San Rafael Bridge, is almost all chert.

Serpentine: This blue-green metamorphic rock feels soapy or greasy. It occurs in various forms and there is no general agreement as to its origin. It is the official state rock of California.

Note: Before bringing the class to Angel Island, it is a good idea to visit the park ranger and ask for help in identifying the different rocks.

For examples of these rocks, use the rocks of the upper part of the breakwater, just north of the landing dock at the fishing quay, near the work dock and state boat area.

Point out each kind of rock and then let the children explore the upper part of the breakwater to find several examples of these rocks. Be sure to remind the students that because this is a state park, none of the rocks can be taken home, but must be left for others to see and study.

Waterfront Task No. 1 – Rocks

After your teacher describes the three types of rocks to you: (1) franciscan, (2) serpentine, and (3) chert, go out and find five different examples of each type. Keep your samples small. Search in the boulders of the upper part of the breakwater and at the foot of the rock cliffs. (Do not climb the cliffs or get too close to the water.)

Use your samples to do the following tests, and record your results on paper. Use the chart provided.

1. Carefully feel the rock with your fingers. Is it rough, slick, cold?

2. Pick up a ½" sample of each kind of rock. Drop each one on concrete. Describe the sound. Do all the three types make the same sound? Do all five samples of the sample type of rock make the same sound? Do larger rocks make different sounds than the smaller ones?

3. Put one set of samples in the shade for a while and let it cool, put the other in the sun to warm. Then drop the warm samples and the cold samples. Does the temperature make a difference in the sound the different rocks make?

4. Put a sample of rock on the concrete and then step on it with your heel (if you have hard shoes on). Did the sample break? If so, did it break into large pieces, or did it crumble to sand? Describe on paper what the rock looks like after you stepped on it.

5. After your experiments are over, put the rocks back where you found them.

Now using your records, write or tell the answers to these questions:

1. Which rock is the hardest?

2. Which is made of the least number of different colored materials?

3. Which rock is the smoothest; which is the roughest?

4. Which type of rock would make the best stone tools, like knives, scrapers, or picks?

5. Did all your samples of the same rock react the same way when you experimented with them?

ROCK TESTING

STP

Fill in the Chart	Franciscan	Serpentine	Chert
The Feel			
Sound			
Temperature and sound			
Stepping on the rock			

22

27

28

If you eat lunch at the cove, it would be an excellent idea to form an anti-litter patrol afterwards. This would have a twofold effect. First, it would give the students added insight into people's impact on the environment, and second, it would involve them personally in an effort to beautify the island.

Values Question

Ayala Cove, and especially the docking area, has been greatly changed to take care of the many people who visit the island. Should so many people be allowed to use the island, or should the number of people using the island be limited?

For discussion:

Ask the students about the need for good recreation provided by relatively natural land close to a major urban area. How does that need relate to preserving the land for future use, and protecting plants and animals from damage caused by overuse of an area?

POINT IONE (OR POINT CAMPBELL)

Introduction

The areas on the roadways near these points, and the peak of Mt. Livermore, provide excellent places to observe bay activity. Tides, currents, sea birds, fishing vessels, and many other marine activities can be seen from there.

Remember, the areas *off* the roads at these two points are quite dangerous. Limit your exploration and observation to the roadways. They actually provide the best and clearest views.

Objective: The students should be able to list at least three of the characteristics of the bay's water (such as tides, currents, temperature, depth) and give examples of ways people and animals adapt to the bay's environment.

Activities

Point Ione Task No. 1 – Currents

San Francisco Bay has many currents. Sea water flows in and out of the bay from the Pacific Ocean. Fresh water from the Sacramento and San Joaquin rivers flows into the sea water. Much of this fresh water comes right through Raccoon Straits, which was a river millions of years ago, before the bay existed.

- Look at the boats, buoys, and other floating objects and decide if the tide is coming in or going out. Check:

  IN ☐ OUT ☐

There is usually an area of rough water in the channel if the tide is coming in. This is where the current from the Sacramento River meets the currents of the ocean tide.

- Can you find this meeting place? Look for it.

- When you find it answer these questions:

  Are there any boats in this area? Can you guess why or why not? _____

  _____

  Are there any birds or other animals there? Why or why not? _____

  _____

- There often more than one color to the bay water, especially during the winter.

  Look for the brown water.

  Look for the blue water.

- Draw a picture of the two currents. Label the brown and the blue sides.

Can you explain the difference in color? What happens in the areas where darker-brown water meets the lighter-blue water? _____

_____

Where do you think the brown water comes from? Where does the blue water come from?

_____

_____

Point Ione Task No. 2 – Tides

From the road, look at the shoreline. Is the tide in or out? What signs did you use to tell? List the signs you used on a piece of paper.

Also list on your paper any interesting things you see along the shoreline. Include washed-up wood or other junk, interesting rocks, seaweed, animals, and so on. From this washed-up material, can you find the high-water line? The high-water line often leaves a line of materials that you can easily see.

If the tide is out, divide your list into two sections: things that are right next to the water, and things that are close to the high-water line.

right near the water	high up on shore

Many plants and animals live where the tide changes: clams, oysters, mussels, seaweed, sea snails, and crabs. People and other land animals have learned to eat the plants and animals of this tidal zone.

What do you think is the best tidal time to go hunting for food in this shoreline area? If you are on foot? If you use a boat?

on foot _____

_____

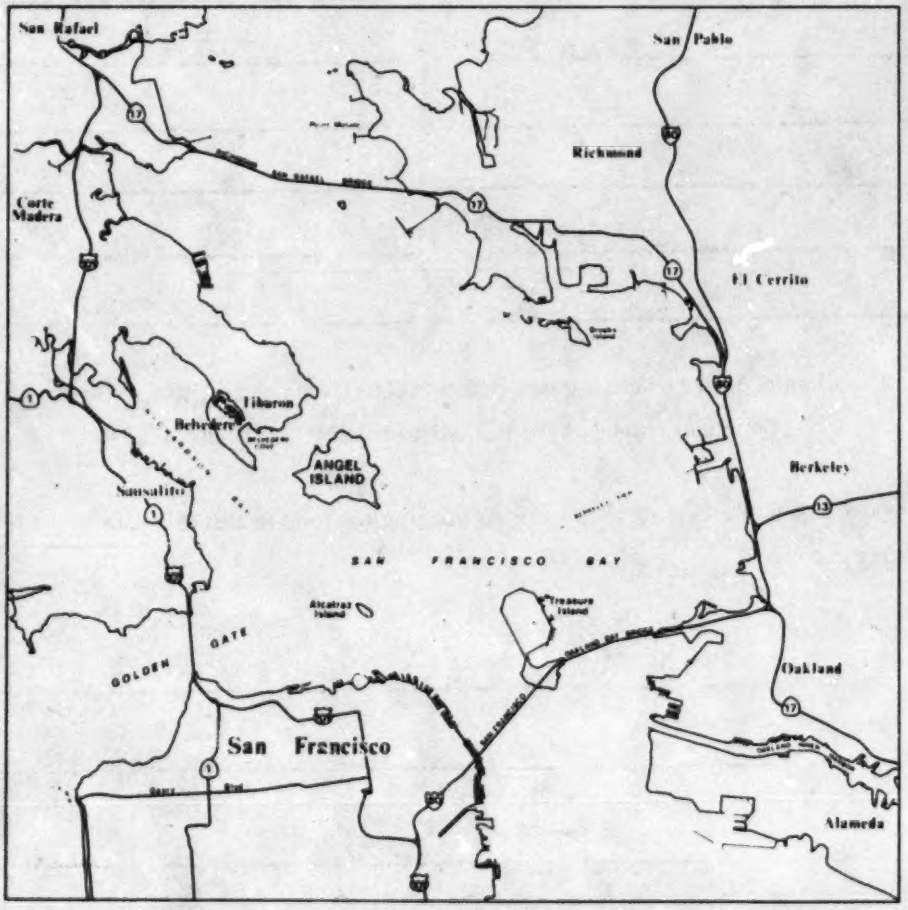
by boat _____

_____

Your teacher will point out the cities of Tiburon, Sausalito, and Belvedere, and sights like Richardson's Bay, the Golden Gate Bridge, and Mile Rock.

- Take a good look at all the shoreline areas you can see from the point where you are standing.

- How many different ways has this shoreline been used by people, such as for restaurants, docks, roadways? Make a list of the number of ways you observed.



Values Question

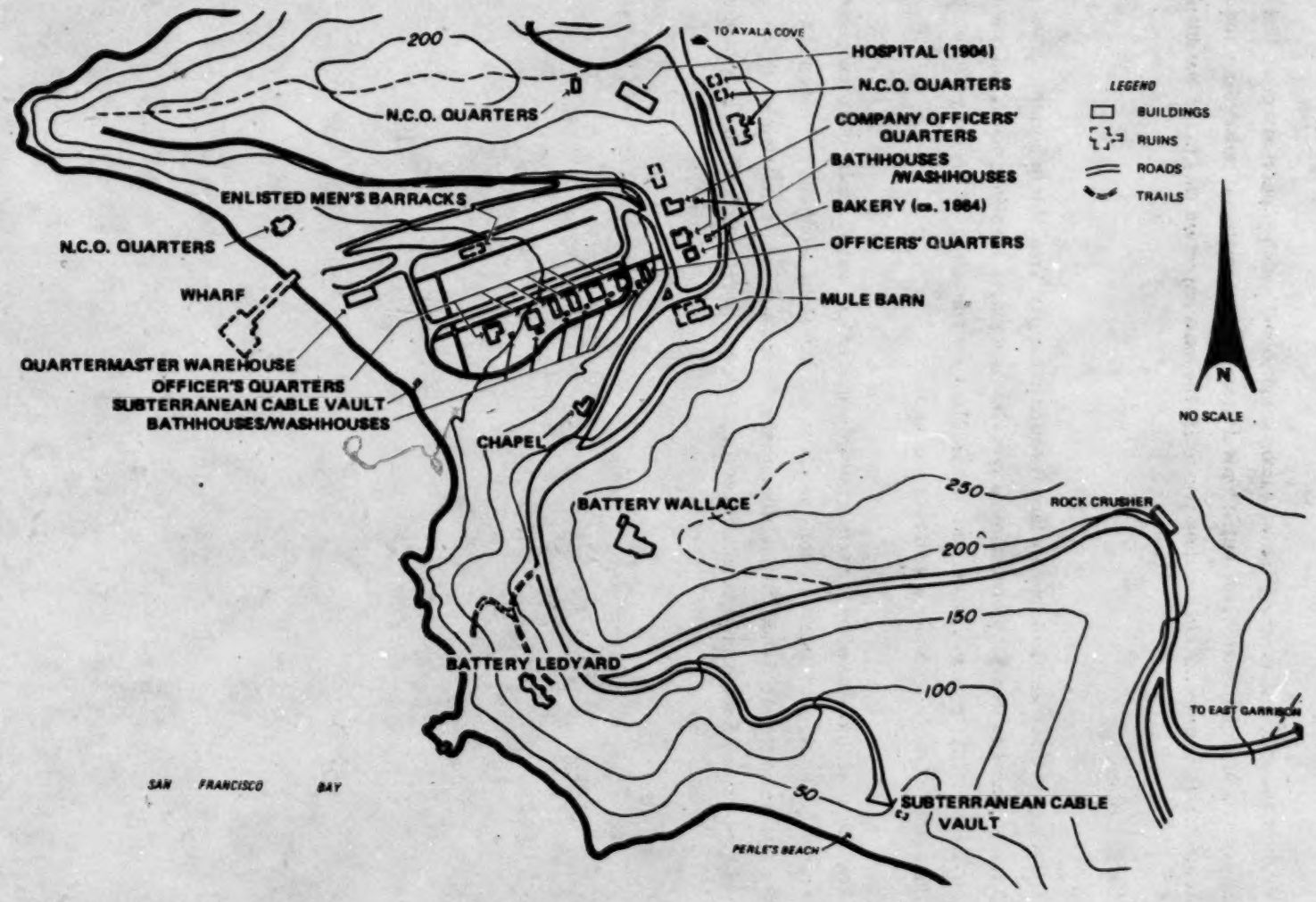
Much of the area that is now Tiburon was once marshland which supported a great deal of wildlife. Today this area has been filled, but it provides excellent recreational possibilities and many fine homesites. In your own mind, what do you feel is the most important way to use marshland?

For discussion:

Tell the class that good flat homesite land is scarce in the Bay Area. It is important for people to have pleasant places to live. Tiburon Peninsula provides such places. However, marshland is critical to the survival of many species of plants and animals. Many sea animals spend the early part of their lives in the warm and protected shallow waters of the marsh.

Also bring out the issue of public versus private access to bay waters. Until just a few years ago, there were only about seven miles of public access to the bay along hundreds of miles of bay shores. All the rest was privately owned. Should the marshes be allowed to be privately owned? Should they be publicly owned? Should there be guidelines for public and private use of all bay marshlands?

CAMP REYNOLDS
AS IT IS TODAY



WEST GARRISON (CAMP REYNOLDS)

West Garrison (Camp Reynolds) is an ideal place for the students to study how a land area might be used differently, by cultures with different technologies, to provide the four basic human needs: water, shelter, warmth, and food.

Objectives:

a. The student will be able to name the four basic human needs.

b. The student will be able to draw maps that show the differences between the Indian and U.S. Army settlements.

c. The student will be able to specify differences between the life-styles of individuals in the two cultures.

Activities

At the site of the old Army hospital on Point Stuart ridge, the teacher should describe to the students how people seek certain things when looking for a place to live. People need water and flat places to build structures. (People don't sleep well on sloping floors.) People also need places protected from the wind so a home can stay warm.

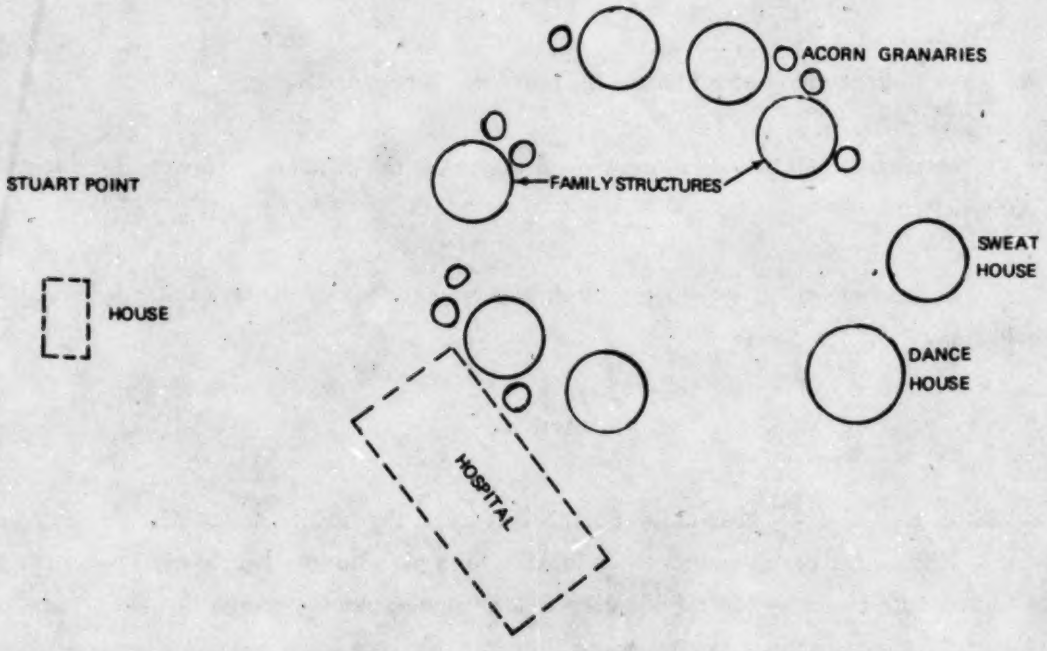
Since the Army and the Indians both looked for some of the same things in places to live, they settled in almost the same locations. The Indians settled first, then left with the coming of Europeans and others. Later, the Army settled in the same places because it needed to provide the basic human needs for its people.

Tell the students:

The Indians got their water from running streams and springs when it was available. Fresh water was available on the San Francisco side of the island almost year-round, but it had to be carried about one-half to three-quarters of a mile. (Ayala Cove can be used as an alternative site for this activity.)

By using the map, walk the students around an imaginary Indian site and explain where various structures might be located. As you describe each structure, pace off its approximate dimensions with the class. Explain how this area is partially sheltered from wind and fog by Point Stuart and

that it was a logical place to settle. Use the following diagram and information on how the Indian settlement possibly looked. You may want to ditto the descriptions of the structures for students. (Most temporary settlements like this one had no ceremonial house, but for purposes of description, have the students imagine that this place was a major village with a ceremonial house.)



Village Structures

Sweathouse: A mud and thatch structure built underground. It was circular, about 10 feet across, and had a tunnel entrance which led straight to the main mud-covered dome. This was a place for the men to socialize and to prepare for hunting by cleaning themselves of odors and bad spirits.

The Family Shelter (Kotcas): Either circular or rectangular dome-shaped reed, willow, and grass shelters. The circular ones were from 8 to 10 feet in diameter. In some areas, these dwellings were made of redwood bark. The appearance and size were somewhat like that of a modern-day umbrella camping tent.

Acorn Granary: A storage shed about 3 feet across and 6 to 8 feet tall, made of loosely woven willow which was lined with twigs and leaves.

The Ceremonial House: An underground structure similar to the sweathouse. This was the place used by members of the secret society to prepare themselves for special dances and certain rituals. A curing ceremony was sometimes held in the ceremonial house.

Shell Mound: The Miwok's refuse heap. This was a place where old shells, broken tools, and other such materials were discarded. This pile of cultural debris was usually parallel to the shoreline, between the camp and the water. It could be as much as 10 feet tall, 40 to 80 feet long, and 20 or more feet wide. Just as these refuse heaps have told us something of the Coast Miwok culture, our garbage dumps also may someday be dug up and used by future people as clues to how we lived.

STP

Camp Reynolds Task No. 1 – Indian Site

For the student: (groups of 5 students or less)

Locate and then step off the areas where these structures might have been:

Sweathouse, family structures (4 or more), acorn granary, ceremonial house, and refuse heap

As you walk off the area, make a map of your village. (Your teacher may supply you with an outline map to fill in.)

Come back and share your map with other groups.

Talk about why you put certain items in certain places.

Now after you have talked with other mapmakers, see if you might change your map at all.

Make sure each structure on your map is labeled clearly, and that north is labeled.

You might want to put the trees and vegetation on your map as you think they might have appeared when the Indians were here. All the trees in this area today were planted here. Look up the hills to see the types of trees that were probably here when the Indians lived here. How are the original types of trees different from the planted ones here today?

Camp Reynolds Task No. 2 – Army Camp Life

Gather all the students together in the center of the main military post parade ground and briefly explain the former layout of Camp Reynolds. (See The Data Book.)

Explain where the missing buildings were and what each was used for. Then briefly describe a private's typical day, pointing to the places he may have gone.

A Soldier's Day

1. At 5 a.m., he rises and rolls up his bed, cleans barracks, shaves, shines boots, and brushes off his clothes.

2. He goes to formation for flag salute and roll call on the parade ground. There were five roll calls a day to help prevent desertion.

3. He joins in policing (cleaning) the parade ground.

4. Next is breakfast at the mess hall, on the first floor of the barracks. It consists of boiled beef, rice, coffee, and bread.

5. He then joins a work detail to do maintenance chores like cleaning stables, feeding and caring for animals , cleaning latrines, removing trash, and the like.

6. Lunch is similar to breakfast, maybe a fresh vegetable from the island's gardens.

7. At the waterfront, he unloads a shipment of hay, building materials, and food supplies.

8. He stands for inspection of uniforms at the evening formation.

9. Evening mess is coffee and bread (maybe potatoes or a fresh vegetable).

10. The soldier and his friends enjoy free time at the barracks, clean up their barracks, and perhaps play some poker or other card game.

11. Lights out and sleep at about 9 or 10 p.m.

12. Do it all over again seven days a week. On Sunday, there was a full-dress inspection and the afternoon was free.

Camp Reynolds Task No. 3 – Army Camp

Tell the students that an old Army company was about the size of two classes of students, some 40 to 80 individuals. There were officially three officers, four sergeants, and four corporals. For many reasons there were usually only one or two officers in charge of a company at any one time. The officers had other duties elsewhere. Divide the class into four groups. Designate a student sergeant or student corporal for each group and assign each group to explore and map one of the following four areas:

1. The waterfront (not including the quartermaster warehouse). Include the retaining wall, cement electrical cable house, and the beach.

2. North side of post. Include old barracks foundations and the quartermaster warehouse.

3. South side of post. Include the post commander's quarters and the several officers' quarters.

4. East side of the post (the uphill area). Include the two uppermost officers' buildings and the area behind them where the wash houses were, as well as the stable and surrounding area.

Pass out the activity sheets, read the instructions, and make sure students in all four groups know which direction is north.

Give the students about 30 or more minutes for the activity.

Bring all the students back together and have them share their maps so that every student gets an overview of the entire post.

It will be the teacher's job to evoke information on where the post got its water, how and where the soldiers ate, and other details. The teacher may have to supplement the student findings to call attention to what kind of food, shelter, and water supply the soldiers had. The Data Book supplies details.

STP

Activity Sheet for Camp Reynolds Task No. 3 – The Army Camp

Your group has been given a certain area of Camp Reynolds to explore, observe, and share with others. Go to your area and:

1. Look for (but don't collect) anything lying on the ground, such as old nails, pieces of plastic, wire, and coins. Also look for:

   foundations of buildings
   tools, posts, markers
   broken-down walls, fences, roads, old lawns
   trees and natural brush or grass
   old plants, places that look like they once might have been gardens

2. Record the things you find. Put the things made by people in one list, the things found in nature in another.

Things Made by People	Things in Nature

3. Make a map of your area, make sure you label north. Include foundations, old paths, old plants, the buildings, and some of the most important things you found.

When they are back together, ask the students the following questions. (Make copies of the questionnaire on page 42 and hand out to students). Answers here are for your reference.

1. How was the day of an Indian different from the day of a soldier? Make an educated guess from what you know of the Indian settlements. (Examples are regimentation, sleeping habits, shelter, daily routines).

2. Where did the Indians' food come from? The Army's? (Farms, ranches, local gardens, natural grasses, seashore, etc.)

3. How did the two cultures solve the problem of water? (Pipe and storage systems vs. walking to spring, carrying in pitch-lined baskets.)

4. How did each cultural group solve the problem of shelter? (The wood frame structure vs. woven reed and willow grass structures.) Describe.

5. How were the Indians dependent on San Francisco Bay? (Almost all food, some transportation, protection from other hostile Indians, reeds for their boats.) The Army? (Transportation, protection, some fishing.)

Camp Reynolds Task No. 3 – Army Camp

Questionnaire

Write down your answers to these questions about Army and Indian life:

1. How was the day of an Indian different from the day of a soldier? Make an educated guess from what you know of the Indian settlements. _____

   _____

2. Where did the Indians' food come from? The Army's?

   Indian food: _____

   _____

   Army food: _____

   _____

3. How did the two cultures solve the problem of water?

   Indian's water _____

   _____

   Army's water _____

   _____

4. How did each cultural group solve the problem of shelter? Describe.

   Indian shelter _____

   _____

   Army shelter _____

   _____

5. How were the Indians dependent on San Francisco Bay? The Army?

   Indians _____

   _____

   Army _____

   _____

Values Question

The island has both natural and cultural stories to tell. Some people wish to emphasize the natural aspects of the island, its isolation, its peace and its beauty, the plants and animals. Others wish to make the island into a historical park, to describe Indian and Army influence. Which do you feel is the most important to emphasize, or are both important?

Bring out the need for recreation that is close to the city but provides solitude and quiet. Contrast this with the need for a more developed park, with museums and displays designed to help people understand the past as well as enjoy the present.

MOUNT LIVERMORE

One of the most spectacular and impressive places on the island is Mt. Livermore's summit. From this peak you can see all of the central San Francisco Bay. Your view is a full circle, and nowhere else in the area can you get as good an idea of how people have settled around the bay.

You can do some activities of the Point Ione section on the hike up to the peak or at the top.

On top, the best approach is to introduce the various areas, like San Francisco (to the southwest), Oakland (SE), the Bay Bridge (S), Richmond (E), Red Rock (NE), Marin County (N), Sausalito (NW), and the Golden Gate Bridge (W). Use the map to help you locate these areas. Also, look for the jet-powered ferry boat which goes between San Francisco and Marin.

Spend some time just letting the students look.

Values Question

Much of the bay water you see, especially near Berkeley and Oakland, is less than 30 feet deep. As you can see, the Bay Area is crowded and needs more land. How would you feel if people filled in all these shallow areas to make more land? How would it affect the animals and plants of the bay? How would it affect the bay's beauty? Would it improve the economy of the area and provide jobs? Are jobs needed in Oakland, Richmond, and San Francisco?